

Independent Reading

IRC October 2014

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from McLean County Unit 5 in Normal, IL

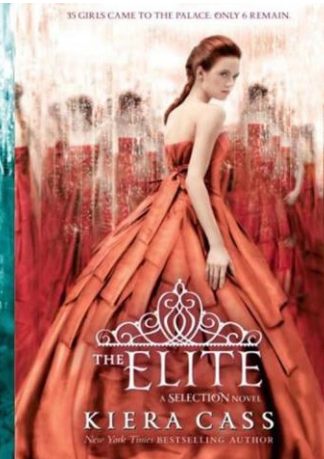
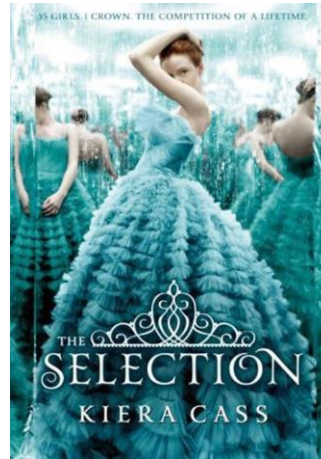
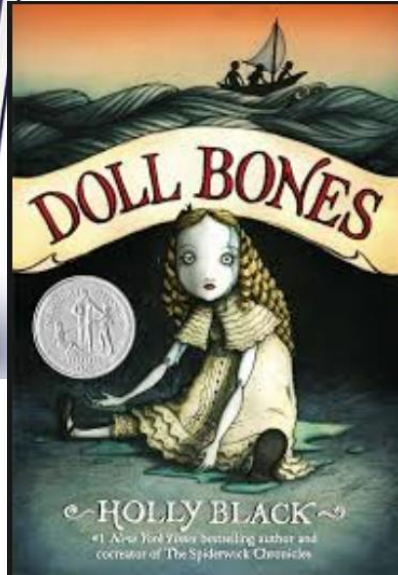
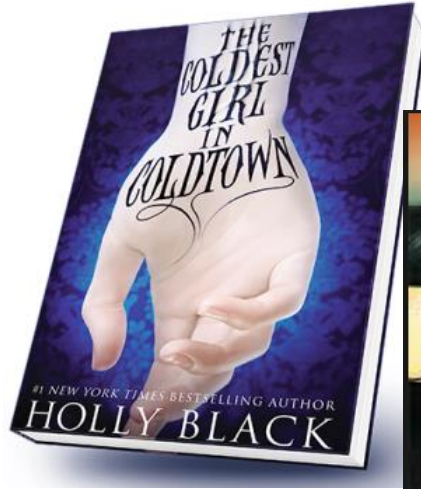
- Literature & Composition
Teacher: grade 7
- District and Building Literacy
Coach: grades 6-12
- IRC & MID-State
Board Members



Share a book...



Our Recommendations...



Why independent reading?



Our Inspiration: Allington

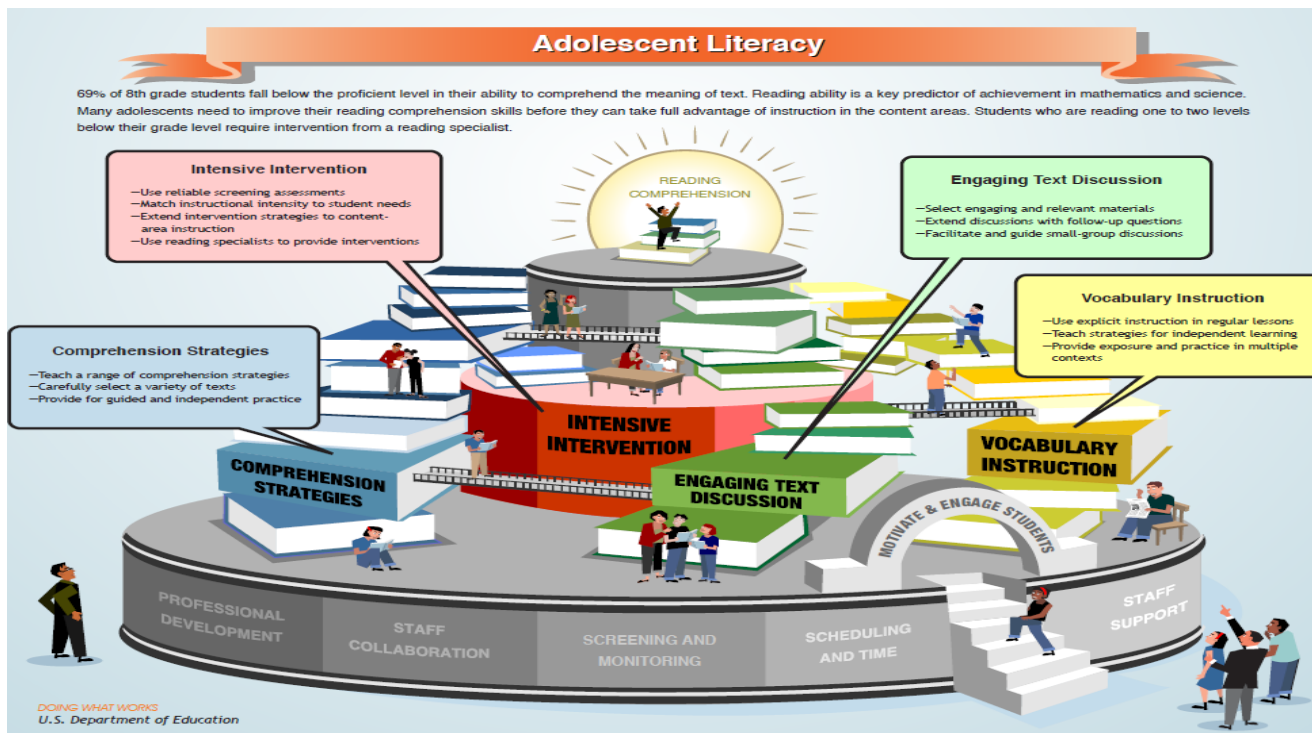
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Our Inspiration: Atwell



Our Inspiration: Miller

Our Motivation: Students



and Common Sense



and Common Sense

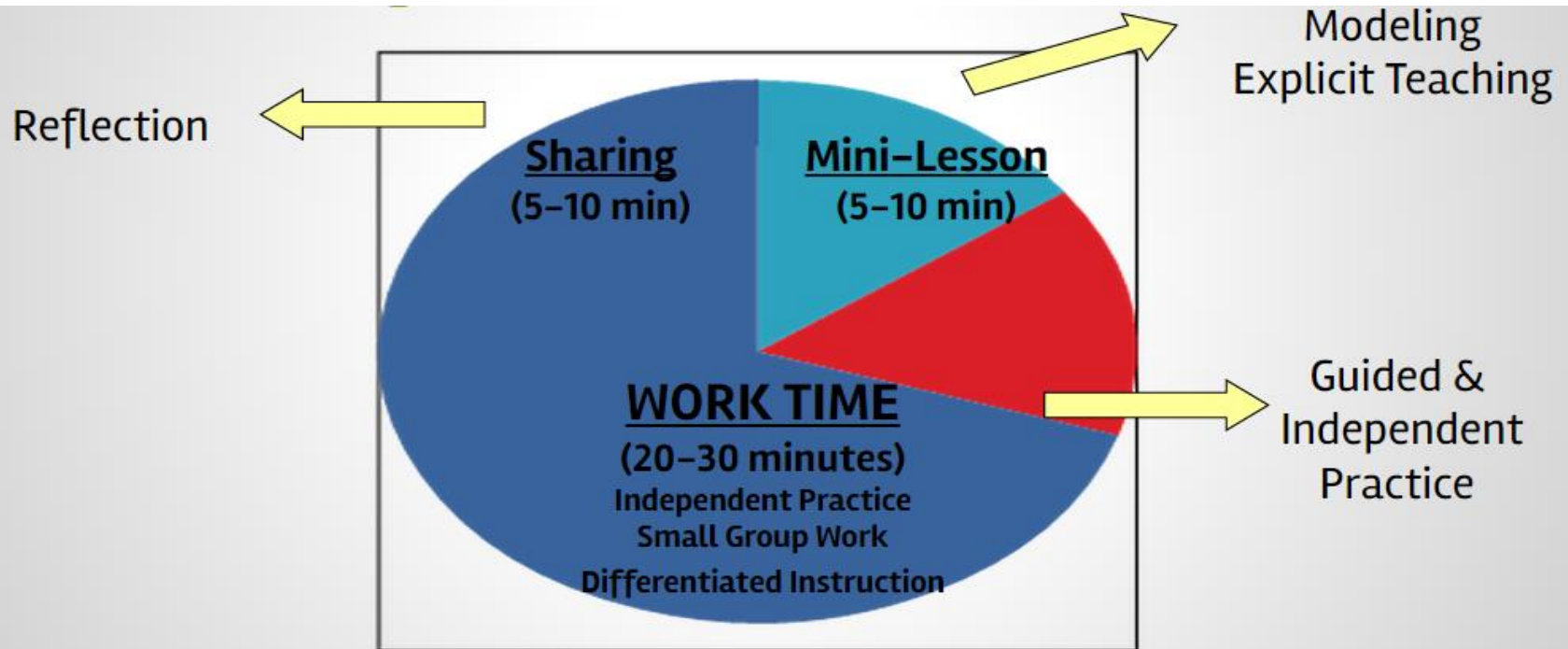
And let's not forget: CCSS

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

Structure



Structure

Unit 5 Middle School
Lit and Comp
Curriculum at a Glance

6 th grade	7 th grade	8 th grade
Launching Reader's Workshop Teachers and students will establish routines, procedures, and expectations of reader's workshop.	Launching Reader's Workshop Teachers and students will establish routines, procedures, and expectations of reader's workshop.	Launching Reader's Workshop Teachers and students will establish routines, procedures, and expectations of reader's workshop.
Critical Reading Community: Collaborative Reasoning* Students will establish a respectful method of communication to discuss literature and informational texts.	Critical Reading Community: Collaborative Reasoning* Students will establish a respectful method of communication to discuss literature and informational texts.	Critical Reading Community: Collaborative Reasoning* Students will establish a respectful method of communication to discuss literature and informational texts.
Fiction: Literary Elements & Analysis* Students will define, identify, and analyze literary elements in a variety of genres.	Fiction: Literary Elements & Analysis* Students will define, identify, and analyze literary elements in a variety of genres.	Fiction: Literary Elements & Analysis* Students will define, identify, and analyze literary elements in a variety of genres.
Nonfiction: Key Ideas & Details Students will read a variety of nonfiction texts with a critical lens.	Nonfiction: Key Ideas & Details Students will read a variety of nonfiction texts with a critical lens.	Nonfiction: Key Ideas & Details Students will read a variety of nonfiction texts with a critical lens.
Nonfiction: Craft, Structure, & Analysis Students will analyze authors' craft within a variety of nonfiction texts.	Nonfiction: Craft, Structure, & Analysis Students will analyze authors' craft within a variety of nonfiction texts.	Nonfiction: Craft, Structure, & Analysis Students will analyze authors' craft within a variety of nonfiction texts.
Author Studies Students will read a variety of texts through a critical lens.	Genre Studies Students will read a variety of genre specific texts through a critical lens.	Genre Studies Students will read a variety of genre specific texts through a critical lens.
Reading Across Texts & Media Students will compare and contrast texts.	Reading Across Texts & Media Students will compare and contrast texts.	Reading Across Texts & Media Students will compare and contrast texts.
Building a Reading Life* In order to develop life-long readers, students will reflect on their growth as readers and set future reading goals.	Building a Reading Life* In order to develop life-long readers, students will reflect on their growth as readers and set future reading goals.	Building a Reading Life* In order to develop life-long readers, students will reflect on their growth as readers and set future reading goals.

Grade 6 and Grade 7: Building a Reading Life Rubric

Anchor Standard

R.10 Read and comprehend complex literary and informational texts independently and proficiently.

Target	0 Not present	1 Does not meet	2 Approaching	3 Meets	4 Exceeds
RL/RI 6.10 RL/RI 7.10	By the end of the year, student does not read literature or literary nonfiction in the grades 6-8 text complexity band.	By the end of the year, student does not proficiently read and comprehend literature or literary nonfiction in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range.	By the end of the year, student reads and comprehends with inconsistent proficiency literature or literary nonfiction in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range.	By the end of the year, student reads and comprehends literature or literary nonfiction in the grades 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range.	By the end of the year, student reads and comprehends literature and literary nonfiction in the grades 6-8 text complexity band independently and proficiently.

RL 6.10/RL 7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI 6.10/RL 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Middle School Components

★ access to wide variety of books

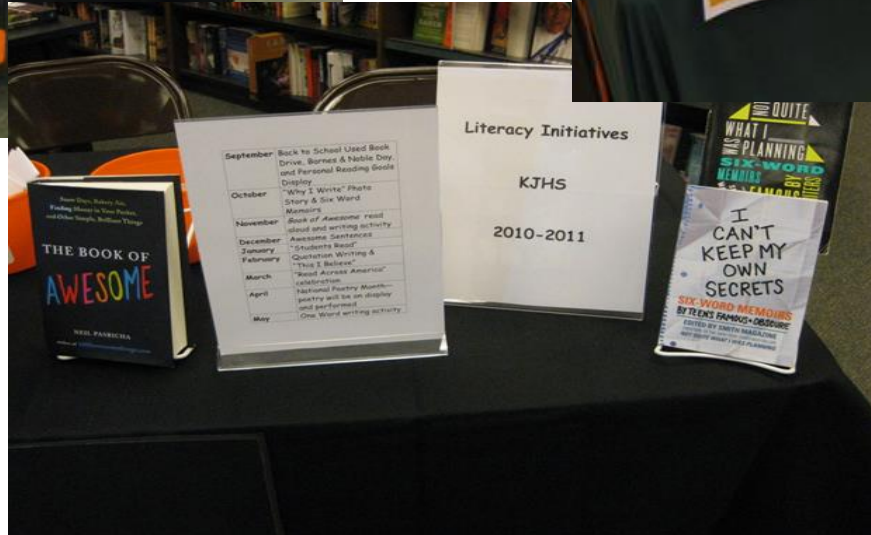
- ***then:***

- tired or nonexistent classroom libraries
- traditional school libraries

- ***now:***

- book drive, grants, PTO, Barnes & Noble events, Scholastic Book Fairs, Public Library Book Sale
- healthy classroom libraries arranged by genre/interest
- school libraries works closely with classroom teacher to support purposeful independent reading





September Back to School Used Book Drive, Barnes & Noble Day, and Personal Reading Goals Display
October "Why I Write" Photo Story & Six Word Memos
November Book of Awesome read aloud and writing activity
December Awesome Sentences
January "Students Read" Quotation Writing & "This I Believe"
March "Read Across America" celebration
April National Poetry Month—poetry will be on display and performed
May One Word writing activity

Literacy Initiatives

KJHS

2010-2011

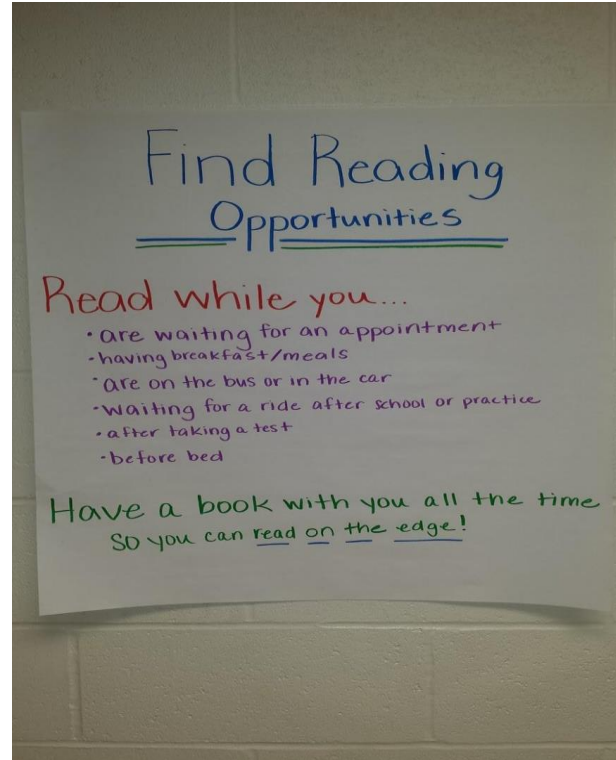
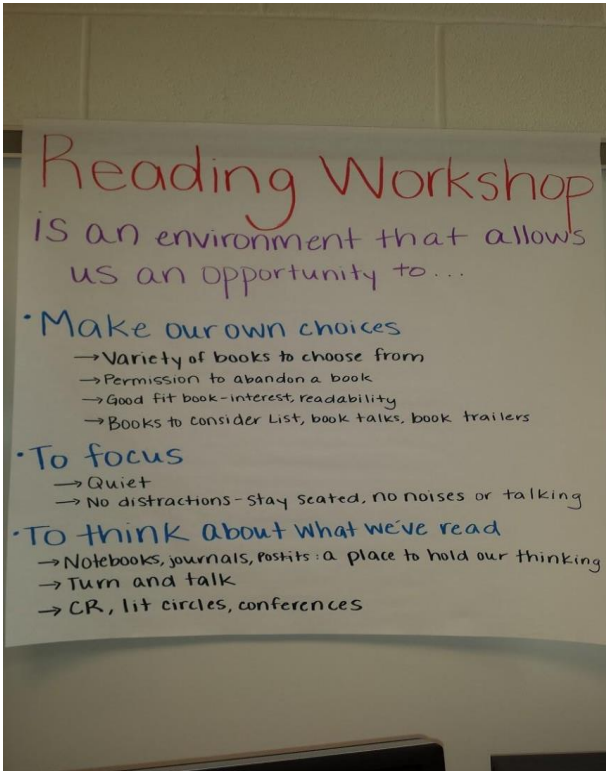


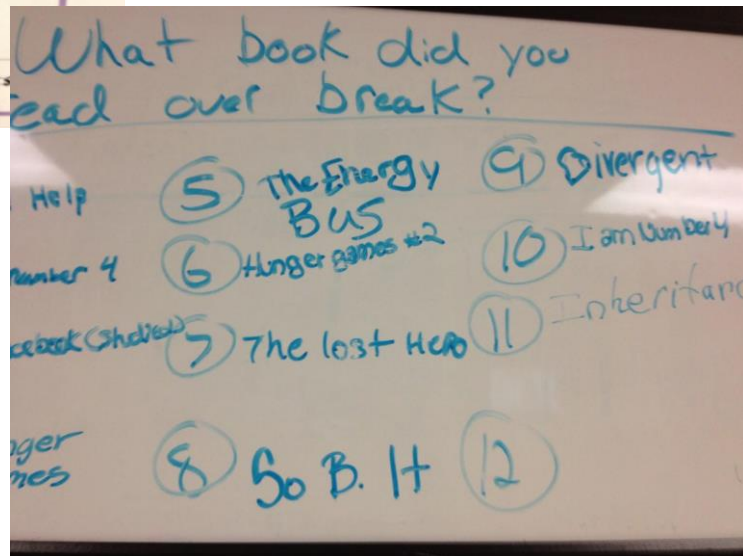
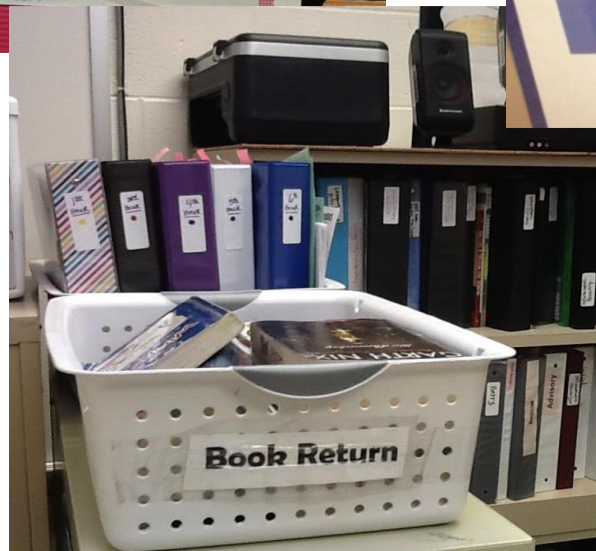
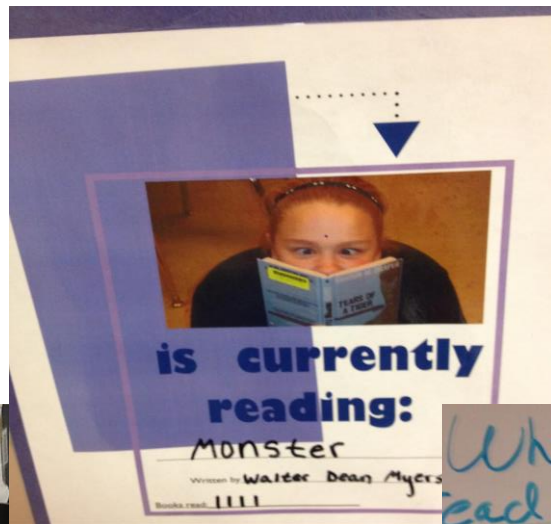
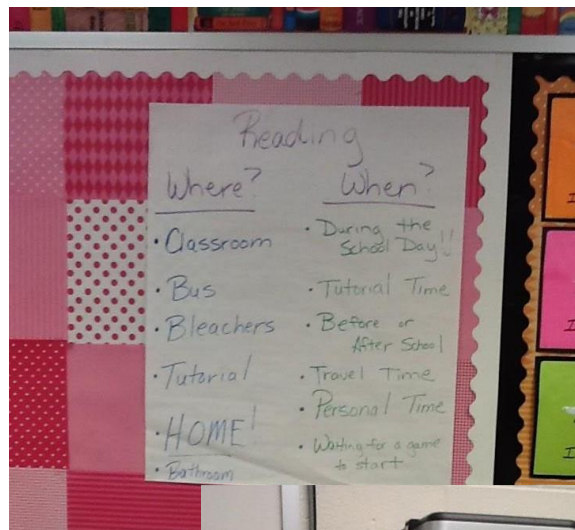
Middle School Components

★ routines & procedures (mini-lessons)

- reading in workshop
 - norms & expectations
 - rules for workshop
 - system for checking out books
- reading outside of workshop - expectation
- reading “rights” - yes, you can reread and abandon books
- ongoing
 - sacred once a week independent reading day
 - reading without obligation while in other cycles

Student-Created Charts





Einsteins Read!

Book	Rating (out of 5)	Student
Born a Cloaked Lion: How the Parasitic Monkey Kitten Took Over the Baby of the R. J. - Schine	5	Dora
The Truth of the Matter Andrew Klassen	4	Camryn
The Babysitter R.L. Stine	2.5	Groce
Leviathan Scott West Field	5	William
A Dogs Life	5	Mr. Haferman
Caroline	5	Jared Suther
The last boy on earth	5	Michelle Greenwald
Frostbite-Richelle Mead	5	Sophia Stearns
Dark Secrets 2: Agatha Christie	5	Mac Cook
Five Girl	3	Destiny Henning
Cryptid Hunters Roland Smith	4	Caroline Goodmone
Divergent	5	Kaylee Bivinsmair
Shiver	5	Kyle Labre
The Book of Eli	2	Mahyia S.
Skeleton Creek	5	Ashton Barber
The Supermathematical	4	Katrina Hahungster
Do Not Go	3.5	Angie Robinson
Legend, Fire, and Compass	4.5	Ann Seaberg
Does My Head Look Big in this?	3	NATE KELLY
Up Tide	5	Jordan Taylor H.
Evastation	5	Ryan Watters
Phantom by Chris Lynch	3 1/2	Ryan Watters
What Happened to Good Bye by Sarah Brown	4.5	William Dabert
First Shot	2	Sarah Brown
		Jay Ke Astin

like book
Out of my Mind!

read
Emma
like

My all time
Favorite book is
Little town on the
Prairie

Book of all time

I Emma
Freke
is the last book
I Read.
- Elena Polley

The Last Book?
read was Go Do Go
Elena Polley

The 1st first
book I remember
reading by myself
was Go Do Go by
David Adler
- Kavitha

last book I
read was Percy
Jackson Sea of
monsters
Zach W.

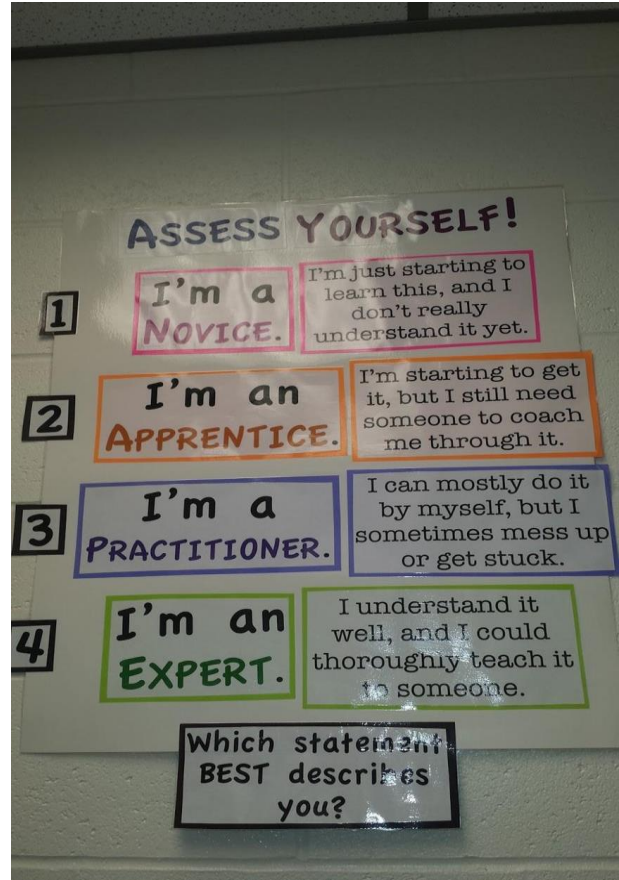
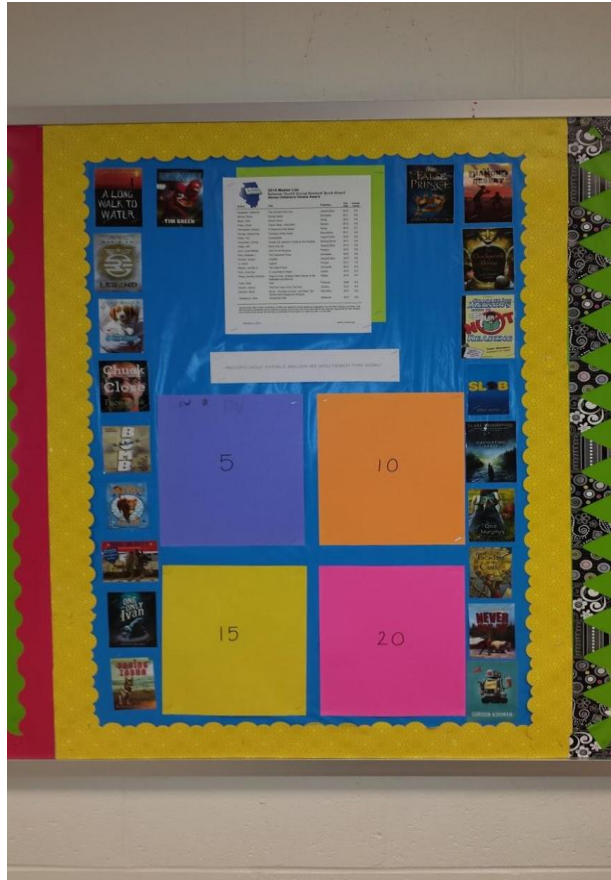
My all time
Book was 12
Mauro

The
book
read
Go do
Mauro

Middle School Components

★ student-centered record keeping

- Reading Log
- SMART Goals
- Books to Consider
- Reading Ladders
- 40 Book Challenge
- Rebecca Caudill Program
- Award-Winning Lists; Genre Lists



Middle School Components

★ individualized assessment &

differentiated 1:1 and small group instruction

- formative assessments
 - inventories: attitude, interest, stamina
 - status of the class cards
 - SMART goals, reading log, reading ladders, etc.
- instruction - result of formative assessments
 - centered around needs and commonalities
 - transfer from other mini-lessons/re-teaching
 - 1:1 conference or small groups

Middle School Components

★ individualized assessment & differentiated 1:1 and small group instruction

- summative assessments
 - reading response journals
 - transfer from mini-lessons (i.e. character analysis)
 - quarterly projects (i.e. book trailers, theme mash-up)
- self-assessment
 - end of the quarter self-assessment and reflections
 - leads into next quarter's SMART goals
 - reading ladders; end of the year self-assessment

What did you try this quarter to move up your ladder? What were you trying to accomplish?

Student response:

Teacher notes:

How did this feel for you? Why?

Student response:

Teacher notes:

Why is it important to continue to move up this ladder? How will this affect you in the long run?

Student response:

Teacher notes:

What might you try next?

Student response:



Week of	Goal for the Week	What did I accomplish this week as a reader? Please write a complete sentence.	Did I meet my goal for the week?	If not, what can I do to achieve next week's goal?
8/29-9/4				
9/5-9/11				
9/12-9/18				
9/19-9/25				
9/26-10/2				
10/3-10/9				

STATUS OF THE CLASS ENTRY CARD

Name: _____ Date: _____ Hour: _____

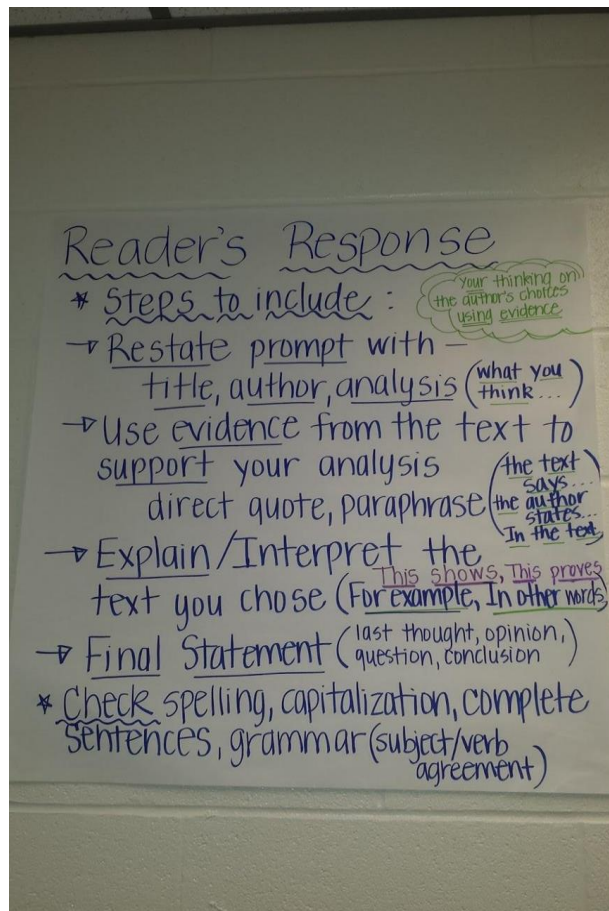
Title: _____ Author: _____

page I am currently on: _____ minutes read this weekend: _____

3 sentences describing the events of your book so far

2 sentences describing the characters/people in your book

1 word stating your opinion about the book so far



High School Structure

★ traditional

- independent reading not part of required English curriculum
- no choice of texts in English curriculum
- English curriculum structure is not workshop

★ growing program

- grassroots
- district supported
- professional development
- beyond English curriculum (Health)

High School Components

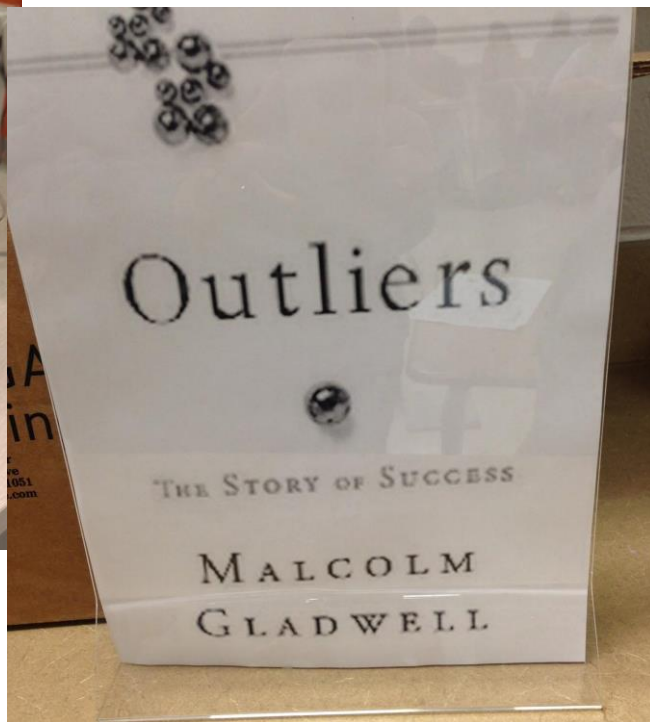
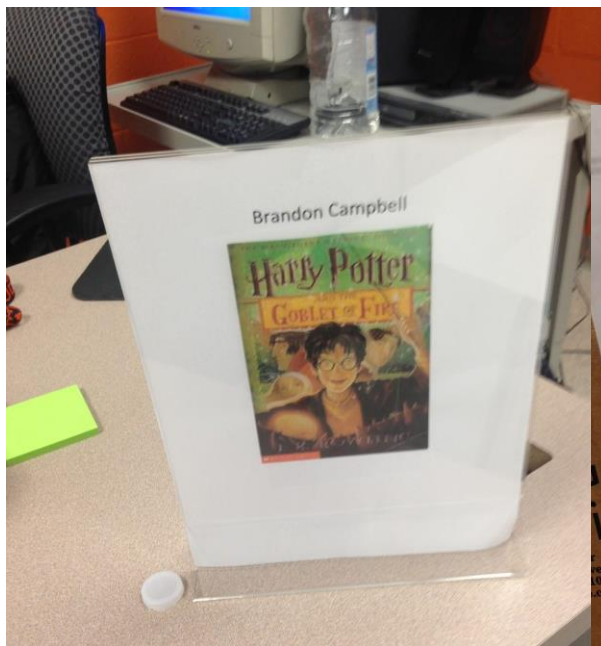
★ **building a school wide community of readers**

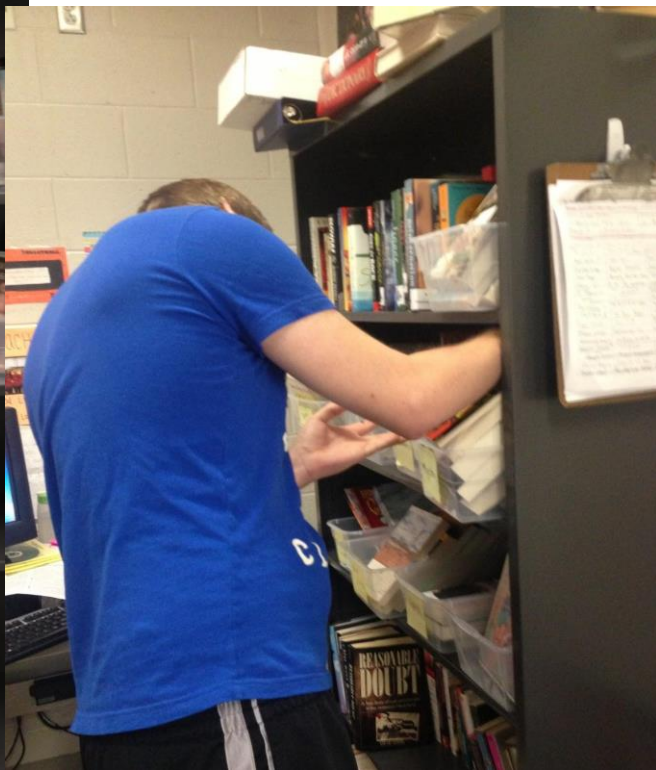
★ **access to a wide variety of books**

- establishing and supporting classroom libraries
 - building funds, book drive, grants
 - librarians actively supporting

★ **routines & procedures**

- reading in the classroom
- reading outside of the classroom





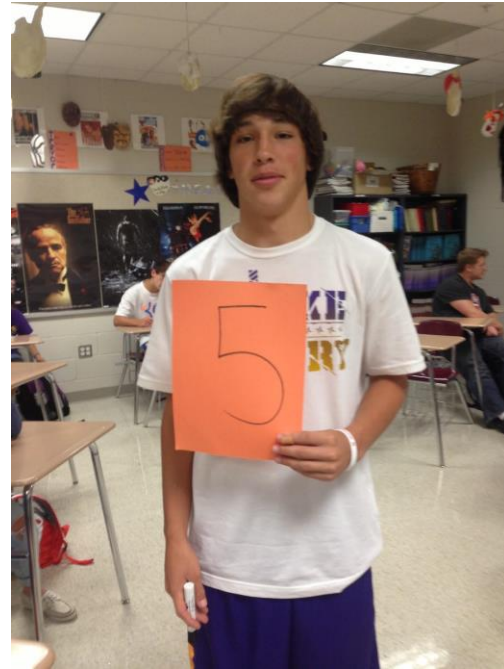
High School Components

★ choice

- ranges from full to partial
- inventories at beginning and end of semester

★ record keeping

- reading logs
- 10 minute reading rate
- books to consider



High School Components

★ assessment

- formative - status of the class
- reading response journals
- end of the semester self-assessments & reflections
- inquiry projects (AP and journalism)

★ special education classrooms

Social Media & Digital Components

★ Social Media

- classroom twitter accounts with unique hashtags
- school and team facebook pages

★ Unit 5 grades 6-9 are 1:1 (laptops)

- electronic record keeping
- electronic application of skills/strategies using independent reading texts
- class websites, blogs, book trailers, and chats used to promote books

District Supported Resources

★ Book Studies

- *Igniting a Passion for Reading* by Layne
- *Book Love* by Kittle

★ Professional Development Libraries

- *Book Whisperer* by Miller
- *Reading in the Wild* by Miller
- *In the Middle* by Atwell
- *Reading Ladders* by Lesesne

Recommended Resources

- ★ [Nerdy Book Club blog](#) or follow on @nerdybookclub on twitter
- ★ [Professor Nana blog](#) or follow @professornana on twitter
- ★ Twitter chats: #titletalk #bproots #engchat

Contact Us

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